

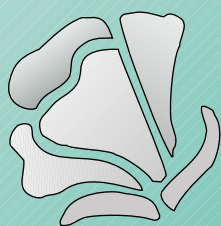
Teacher Guide

for

Spanish Language

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2000



Golden
State
Examination

GSE

This document has been prepared by the San Luis Obispo County Office of Education under contract with the California Department of Education. For information about the Golden State Examination testing dates, registration materials, and procedures or information about the Golden State Seal Merit Diploma, contact:

Standards and Assessment Division
California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814

Mailing Address: P.O. Box 944272, Sacramento, CA 94244-2720

Telephone: (916) 657-3011 Fax: (916) 657-4964

E-mail: star@cde.ca.gov

Web site:

<http://www.cde.ca.gov/cilbranch/sca>

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Thank you to all of the students, teachers, and school officials who have contributed to the success of the Golden State Examinations. Students contribute by making their best effort on the examinations. Teachers prepare students and encourage their success. School officials provide support by registering their districts and schools for the Golden State

Examinations, acknowledging the importance of these subjects, and understanding the need to recognize student achievement. Overall, the *Golden State Examination Abbreviated Teacher Guide for Spanish Language* reflects the commitment of those who view the study of Spanish and other languages as an important part of education.

We wish to acknowledge the following teachers and other educators who contributed to the development of the Golden State Examination in Spanish language:

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Claudia Lockwood San Joaquin County Office of Education
Harriet S. Riley Eastside Union High Santa Clara County

Agostino Sardo El Dorado Union High El Dorado County
Bruce Serrao San Bernardino City Unified San Bernardino County
Connie Vargas Apple Valley Unified San Bernardino County

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Introduction

Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers. The guide is intended to serve as an instructional aid in the classroom. It is divided into the following sections:

Test Content — describes the content upon which the Golden State Examination (GSE) questions have been developed.

Test Structure — describes the format of the test.

Scoring Guide — outlines the criteria used to score written-response tasks.

Sample Questions — includes a variety of sample questions, representing the types of questions found on the examinations.

Student Work — provides examples of student responses to written-response tasks with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also can use these materials for staff development.

Student Eligibility

The GSE in Spanish language is given during the spring test administration. The examination may be taken only once.

The examination is designed to assess a student's level of competency at the end of the second year of high school Spanish instruction or its equivalent. The exam also may be taken by native speakers of Spanish who have received formal instruction in Spanish language and are currently enrolled in California schools.

Test Preparation

Students should have a firm foundation in the knowledge and skills needed to master the subject area. Sound preparation for the Golden State Examinations should include classroom assignments that allow students to use and test their knowledge.

Students preparing for the examinations need to be able to articulate the major ideas and concepts in the subject area being tested. They must be able to comprehend written and spoken text, demonstrate knowledge of the structure and functions of Spanish language, and produce written language.

Reporting Results

All students who complete both sessions of the GSE in Spanish language receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve levels three or below are acknowledged for their participation. Results for the spring administration are mailed in October.

Resource Documents

The *California Foreign Language Framework* (1992) is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099 ext. 6.

The *National Standards for Foreign Language Instruction* are available from the American Council on the Teaching of Foreign Languages (ACTFL) web site at <http://www.actfl.org>; 1-800-627-0629.

The Challenge Standards: Foreign Language Standards, Draft Interim are available at <http://www.cde.ca.gov/challenge/FrnLng.pdf> on the Internet.

Other Resources

Classroom Oral Competency Interview and *Classroom Writing Competency Assessment* are available from the California Foreign Language Project, School of Education, CERAS, Rm. 125, Stanford University, Stanford, CA 94305-3084, Attention: Duarte Silva, Executive Director. They are also available at <http://www.stanford.edu/group/CFLP> on the Internet.

Testing schedules and other information are available from the GSE coordinator in your district office, county office of education, or the California Department of Education at <http://www.cde.ca.gov/cilbranch/sca> on the Internet.

Test Content and Structure for Spanish Language

Test Content

The content of the Golden State Examination (GSE) in Spanish language is based on the *California Foreign Language Framework*, the *National Standards for Foreign Language Instruction*, and *The Challenge Standards: Foreign Language Standards*. Other resources for the development of this test include the *Classroom Oral Competency Interview* and the *Classroom Writing Competency Assessment*, which were developed by the California Foreign Language Project. The examination will be aligned with the revised *California Foreign Language Framework* when it becomes available.

This examination covers the strands that are common to foreign language textbooks currently in use in California high schools. The content strands include commonly used or high frequency vocabulary, routine expressions used for interaction with others (common functions), and basic grammatical structures. The culture of the target language is embedded in each of the strands. Listening, reading, and writing skills are assessed.

The content strands are assessed using three levels of language competency identified by the California Foreign Language Project:

- formulaic level
- created level
- planned level

The GSE examination measures formulaic, created, and planned levels of language through listening and reading. Formulaic and created levels also are assessed through writing samples. The different levels are described below.

Formulaic Level

Questions and tasks at the formulaic level require students to use common memorized expressions of language. Students performing at the low end of the formulaic level are expected to use memorized chunks or formulas of commonly used or high frequency vocabulary and grammatical structures. The mid-range of the formulaic level involves the use of memorized common expressions or formulas

with expanded high frequency vocabulary and grammatical structures. The high end of the formulaic level involves the use of memorized common expressions and formulas with a greater variety of vocabulary and grammatical structures that are used in a non-predictable manner. There also are some attempts at created language. Most texts at the formulaic level are predictable, and the content deals with elements of daily life.

Created Level

Questions and tasks at the created level challenge students to use analyzed and recombined chunks of language related to themselves and their immediate environment. Students performing at the low end of the created level show evidence of being able to recombine chunks of language and formulas for meaning and to use a variety of vocabulary and grammatical structures. At the end of the second year of language study, it is expected that the most proficient students will be able to use the oral and written language skills at the low end of the created level.

Planned Level

Students generally attain listening and reading skills at the planned level by the end of the second year of language study. The planned level requires students to choose from a variety of vocabulary and grammatical structures to fit different contexts instead of relying on memorized common expressions or language formulas.

Test Format

The GSE in Spanish language is a two-part examination, administered in two 45-minute sessions. In both sessions, students are expected to demonstrate competency in the use of Spanish language skills in a variety of formats. Listening selections, reading prompts, and answer choices are all presented in Spanish. Test directions and written-response tasks are given in Spanish and English to ensure that both English-dominant and native speakers of Spanish are provided equal opportunities to understand test expectations.

Session one consists of the listening and reading portions of the test. The listening portion assesses the student's ability to comprehend spoken text. There are two types of listening items, short spoken prompts and long dialogue. Students will listen to the prompts on a pre-recorded tape and respond to multiple-choice questions that follow. Sample prompts and multiple-choice questions are on page 5. An answer key is provided.

Note: One pre-recorded audio-tape to be used for the listening portion of the exam is provided.

The reading portion assesses the student's ability to read the written language and select correct responses in a multiple-choice format. Reading comprehension and knowledge of the structure and functions of the Spanish language are assessed from low formulaic to planned levels. Types of reading materials used include authentic text, extended readings, and narrations. Several types of multiple-choice

questions used in the exam are found on pages 6–8. Answer keys are provided.

Session two consists of tasks that require students to produce written language that would be expected by the end of the second year of study.

Writing tasks may include letters, persuasive arguments, narrative accounts, or descriptive essays. Each writing task is designed to assess written language skills ranging from the formulaic to the created levels so that all students may demonstrate their level of proficiency. The written-response tasks are scored by experienced Spanish teachers and other professionals in the field. A sample task with student work and teacher commentary is on pages 10–12.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions.

Sample Listening Prompts and Multiple-choice Questions

Students listen to a prompt and choose the best answer to the multiple-choice question. Prompts do not appear on the examination.

Instrucciones: Auditivo – Escuche la narración y escoja la mejor respuesta.

Directions: Listening – Listen to the narrative and choose the best response.

1.

(Roberto)

¿A qué hora sale el tren para Sevilla?

(María)

- A. Llegas tarde para comer.
- B. Muy pronto, señor.
- C. ¡Qué frío!
- D. El primer venido, el primer servido.

2.

(Roberto)

¿Quisiera comprar más ropa, señorita?
Hay precios muy baratos hoy.

(María)

No, muchísimas gracias. No tengo mucho dinero.
¿Puedo pagar con un cheque de viajero?

(Roberto)

- A. ¡Por supuesto!
- B. La ropa es muy elegante.
- C. El equipaje es caro.
- D. Mucho gusto.

1.*

(Roberto)

What time does the train depart for Sevilla?

(María)

- A. You arrive late for dinner.
- B. Very soon, sir.
- C. It's cold!
- D. First come, first serve.

2.*

(Roberto)

Would you like to buy more clothes, miss?
The prices are very low today.

(María)

No, thank you very much. I don't have much money. Can I pay with a traveler's check?

(Roberto)

- A. Of course!
- B. The clothes are very elegant.
- C. The luggage is expensive.
- D. My pleasure.

Answer Key

1. B 2. A

* The English translation of the listening items is provided only for the purpose of this guide and does not appear on the examination.

Sample Reading Text and Multiple-choice Questions

Instrucciones: Lea la selección y escoja la mejor respuesta.

Directions: Read the item and choose the best answer.

Costa Rica

La naturaleza en todo su esplendor se refleja majestuosamente en Costa Rica. ¡Tiene tanto que ofrecerle! Desde árboles revestidos de orquídeas a brillantes mariposas fosforescentes. Aquí encontrará los animales y las plantas tropicales más exóticos que existen. Un lugar inolvidable para los amantes de la naturaleza. El 11% del área total del país está dedicado a parques nacionales. Hay vistas espectaculares de la cordillera con cráteres volcánicos semejantes a los de la luna, géisers y montañas desde donde, en días claros, puede ver tanto el mar Caribe como el océano Pacífico.

Imagínese poder encontrar en este pequeño país, 8,000 plantas diversas, 285 especies de pájaros multicolores, más de 116 clases de reptiles y anfibios, 139 mamíferos diferentes y 1,700 variedades de las más bellas orquídeas.

San José, la capital of Costa Rica, es una verdadera mezcla de plazas floridas, fiestas, mercados al aire libre y restaurantes internacionales. Y, como si lo anterior fuera poco, en Costa Rica usted conocerá a las personas más hospitalarias, cálidas y amistosas de parte alguna.

COSTA RICA. ¿Qué puede ser más natural?

Costa Rica

Nature in all its splendor is majestically reflected in Costa Rica. It has so much to offer you! From trees covered with orchids to brilliant phosphorescent butterflies. Here you will find the most exotic animals and plants in existence. An unforgettable place for nature lovers. Eleven percent of the total area of the country is dedicated to national parks. There are spectacular views of the mountain range with volcanic craters that resemble those on the moon, geysers and mountains from which, on clear days, you can see both the Caribbean Sea and the Pacific Ocean.

Imagine being able to encounter, in this small country, 8,000 different plants, 285 species of multi-colored birds, more than 116 classes of reptiles and amphibians, 139 different mammals and 1,700 varieties of the most beautiful orchids.

San José, the capital of Costa Rica, is truly a mix of flowery plazas, parties, open-air markets and international restaurants. And, if all that weren't enough, in Cost Rica you will meet the most hospitable, warm, and friendly people of anywhere.

COSTA RICA. What could be more natural?*

* The English translation of the reading text is provided only for the purpose of this guide and does not appear on the examination.

Instrucciones: Lea la selección y escoja la mejor respuesta.

Directions: Read the item and choose the best answer.

- | | |
|---|--|
| <p>1. En Costa Rica hay _____ animales.</p> <p>A. pocos</p> <p>B. muchos</p> <p>C. floridos</p> <p>D. revestidos</p> | <p>1.* In Costa Rica there are _____ animals.</p> <p>A. few</p> <p>B. many</p> <p>C. flowery</p> <p>D. covered</p> |
| <p>2. Costa Rica y la luna tienen</p> <p>A. plantas.</p> <p>B. animales.</p> <p>C. géisers.</p> <p>D. cráteres.</p> | <p>2.* Costa Rica and the moon have</p> <p>A. plants.</p> <p>B. animals.</p> <p>C. geysers.</p> <p>D. craters.</p> |
| <p>3. Se lee este artículo en</p> <p>A. una enciclopedia.</p> <p>B. una guía turística.</p> <p>C. una carta.</p> <p>D. un cartel.</p> | <p>3.* One reads this article in</p> <p>A. an encyclopedia.</p> <p>B. a tourist guide.</p> <p>C. a letter.</p> <p>D. a poster.</p> |

Answer Key

1. B 2. D 3. B

Instrucciones: Escoja la opción más apropiada para completar cada oración.

Directions: Choose the correct letter to complete each statement.

- | | |
|--|---|
| <p>1. Hace dos horas que Elena _____ la televisión.</p> <p>A. mira</p> <p>B. mire</p> <p>C. miro</p> <p>D. miré</p> | <p>1.* Elena has been _____ television for two hours.</p> <p>A. watching</p> <p>B. watch</p> <p>C. I watch</p> <p>D. I watched</p> |
| <p>2. María tiene diez y seis años. Su hermano tiene diez y ocho. María es _____ que su hermano.</p> <p>A. mayor</p> <p>B. menos</p> <p>C. más</p> <p>D. menor</p> | <p>2.* Maria is 16 years old. Her brother is 18 years old. María is _____ than her brother.</p> <p>A. older</p> <p>B. less</p> <p>C. more</p> <p>D. younger</p> |

Answer Key

1. A 2. D

* The English translation of the reading items is provided only for the purpose of this guide and does not appear on the examination.

Instrucciones: Escoja la respuesta que mejor complete la frase.

Directions: Choose the item that best completes the sentence.

¡Qué día tuve ayer! Primero, ____ 1 ____ tarde y no tuve tiempo para tomar ____ 2 _____. Llegué tarde a mi primera clase, y la maestra estuvo muy ____ 3 ____ conmigo. En mi clase de química, hicimos un experimento en el laboratorio. ¡____ 4 ____ muy difícil! En la clase de matemáticas, salí mal en un examen trabajoso porque no estudié anoche. Y mientras caminaba a mi casa, llovió muy fuerte. ¡Que día más horrible!

What a day I had yesterday! First, ____ 1 ____ late and didn't have time to eat ____ 2 _____. I got to my first class late and the teacher was very ____ 3 ____ with me. In my chemistry class, we did a lab experiment. ____ 4 ____ very difficult! In my math class, I did poorly on a hard exam because I didn't study last night. And while I was walking home, it rained very hard. What a horrible day!*

1. A. me acosté
B. me vestí
C. me desperté
D. me cepillé

2. A. el desayuno
B. el almuerzo
C. la merienda
D. la cena

3. A. aburrida
B. casada
C. cansada
D. enojada

4. A. Es
B. Soy
C. Fue
D. Fui

- 1.* A. I went to bed
B. I got dressed
C. I woke up
D. I brushed

- 2.* A. breakfast
B. lunch
C. late snack
D. dinner

- 3.* A. bored
B. married
C. tired
D. angry

- 4.* A. It is
B. I am
C. It was
D. I was

Answer Key

1. C 2. A 3. D 4. C

* The English translation of the reading items is provided only for the purpose of this guide and does not appear on the examination.

Scoring Guide for Spanish Language

The written-response portion of the Golden State Examination in Spanish language is scored using criteria based on the general scoring guide below.

A detailed training package for scorers, addressing what students are expected to accomplish, is developed to score each student response.

Score Point 4

The student response addresses the topic in a thorough manner. The response:

- is well organized and expresses ideas in a clearly articulated manner
- demonstrates command of learned sentence patterns and expressions to communicate the writer's intent; shows facility in recombining patterns to communicate ideas
- may contain minor errors in the conventions of the Spanish language, but they do not hamper communication
- uses appropriate vocabulary that enhances and supports communication

Score Point 3

The student response addresses the topic in a substantial manner. The response:

- is organized and begins to express ideas in an articulated manner
- consists primarily of learned sentence patterns to communicate the writer's intent; shows some attempts at recombining patterns
- may contain errors in the conventions of the Spanish language, but they do not hamper communication
- uses appropriate vocabulary that supports communication

Score Point 2

The student response addresses the topic in a partial manner. The response:

- shows rudimentary organization
- may consist of expressions that are strung together or words utilizing learned sentence patterns that may sometimes be incorrect
- contains errors in the conventions of the Spanish language that hamper communication
- shows limited use of appropriate vocabulary

Score Point 1

The student response addresses the topic in a minimal manner. The response:

- may not show any connection to the prompt or response is too brief to show any organization or organization is unclear
 - may consist of a restatement of the prompt or a list of related words and/or memorized expressions
 - may contain serious errors in the conventions of the Spanish language that greatly hamper communication
 - shows little if any evidence of knowledge of Spanish language vocabulary
-

Sample Written-response Task for Spanish Language

GSE in Spanish Language

Instrucciones:

Ud. tendrá 22 minutos para escribir en español sobre el tema abajo. Asegúrese que usa su tiempo para organizar sus ideas y planear su respuesta.

Directions:

You have 22 minutes to write in Spanish about the topic below. Be sure to use your time to organize your thoughts and plan your response.

Directions

Task

Ud. es reportero/a de la emisora de televisión de su escuela. Su tarea esta semana consiste en elaborar una reseña de un restaurante. Escriba su guión. Incluya dónde está el restaurante, qué clase de comida se sirve, y los precios. ¿A quién recomendaría este restaurante y por qué?

You are a reporter for your school's local TV station. Your assignment this week is to write a restaurant review. Write your script. Include where the restaurant is, what kind of food is served, and the prices. To whom would you recommend this restaurant and why?

Sample Student Work for Written-response Task

Score Point 4

STUDENT RESPONSE*

Hola. Hoy día vamos a ir a un nueva restaurante, Tierra del Cerano. Está locado en el centro comercial en la calle Tierrasanta. Sirve comida mexicana, como burritos y tacos. A todos les gustan los nachos, la especialidad del país. La comida está rica pero los precios no son altos. Todos los platos cuestan menos de diez dólares. También los platos incluyen frijales con queso, salsa y un bebido. El environment es comfortable y perfecto para los novios y familias. Recommendaría este restaurante a todos porque pueden comer comida buena para precios bajos. Gracias para vinieron conmigo a mi restaurante favorito. y buenas noches.

COMMENTARY

This response fully addresses the prompt. Control of the response is established in the first sentence. It is well organized and expresses ideas naturally. Learned sentence patterns are successfully combined and reconstructed to fit the prompt. Risks taken with the language

result in some minor errors, but they do not hamper communication and are considered first draft in nature. The vocabulary used enhances communication and extends the ideas put forth in the prompt.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Student Work for Written-response Task

Score Point 3

STUDENT RESPONSE*

El fin de la semana ultima, fui al restaurante, "El Restaurante." Yo recomendo esté restaurante a todos. Lo tiene algun para todos. "El Restaurante" tiene comida de los Estados Unidos, Italia, y Mexico. Las hamburgesas y las papas fritas son muy sabrosos. Tambien, los buritos y enchaladas son frescas y son autenticos. El pizza y spagetti hacen de frescas tomatos. "El Restaurante" tienens comida para las vegetarians tambien, tienen muchos clases de ensaladas muy sabrosas y fruta fresca tambien. Yo soy recomiendo que se va al "El Restaurante" este final de la semana. ¡Verá su allí!

Por,

Reportera del peridico de la escuela.

COMMENTARY

This response is organized, consisting mainly of learned sentence patterns with some attempts at recombining patterns. The risks taken in recombining learned patterns result in errors. The errors do not hamper communication and demonstrate the beginnings of development of

proper use of conventions of the Spanish language. Some of the errors may be first draft in nature. Appropriate vocabulary that describes the reasons for visiting the restaurant is used; however, the vocabulary is somewhat limited in its variety.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.